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ABSTRACT

This paper reports on phase two of the evaluation of a model career information center established in a secondary school of a demonstration project. This report is based on student data collected after the center had been in operation eight months. The students' responses are reported in detail. The major findings from the survey are that 83% of students had visited the center; approximately one-third had received assistance; that students have improved their ability to verbalize the necessary steps in career choice; and that they increasingly want more specific information about particular careers. The report indicates student use of the facility and details the methods used to make sure students knew about the center. (NG)

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RESEARCH REPORT

EVALUATION OF A DEMONSTRATION CAREER INFORMATION CENTRE

PHASE 2

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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TABLE OF CONTENTS

	Page Number
PART A - SURVEY OF STUDENTS	1
Survey Design	1
Methodology	1
Sample Description	1
Aspirations	3
Questions Related to Career Information Centre	6
Questions Repeated from Fall Survey	12
Summary	31
PART B - CAREERS CONSULTANT DIARY	32
PART C - EXTENT OF STUDENT USE OF THE CENTRE	37
PART D - PUBLICITY	38
Students	38
Community	38
PART E - SPECIAL PROJECTS	40
APPENDICES	

PART A

SURVEY OF STUDENTS

Survey Design

This part of the evaluation was designed to determine the impact of the Centre on the student population. A questionnaire was developed to probe students' views regarding future planning, and to provide information about steps they have taken towards planning for their future. This questionnaire was administered to randomly selected group of students in the early fall of 1974 before the Centre was fully operational. The results for that survey (reported in "An Interim Report, Evaluation of a Demonstration Career Information Centre") provided a data bank against which comparisons will be made with subsequent survey administrations. In this report, the results of the second survey which was administered in early May of 1975, eight months after the Centre had been in operation, are reported. This questionnaire was similar to the first, but other questions were added. Where relevant, comparisons with the earlier survey results will be shown.

A similar questionnaire will be administered again in fall 1975, one year after the Centre has been in operation, and spring 1976, the end of the evaluation period, approximately two years after the Centre has been operational.

It is anticipated that the results of these surveys will indicate whether the Centre has provided services beyond those the school alone is capable of providing and to what extent these additional services assist students.

Methodology

Most of the questions included in the fall survey were repeated in the spring survey. In addition there were several questions pertaining directly to the use of the Career Centre. (See Appendix A for a copy of the instrument).

An alphabetical list of all students' names was obtained from the central office of the school. Seventy-five students per grade from each of Grades 10,11, 12 and 13 were selected randomly to participate. Because of the small number of Grade 9 students in the school only 25 names were selected from this grade level. Early in May, using a P.A. announcement system, the selected students were gathered together to complete the questionnaire.

Sample Description

In all, 171 students completed the questionnaire. The following tables show (a) the relationship of the sample to that of the whole school and (b) a description of the sample by grade and sex.

TABLE 1

SAMPLE AND TOTAL SCHOOL POPULATION

	School Population *	Sample Size	Percent of School Population
	#	#	%
Grade 9	99	18	18
Grade 10	523	50	10
Grade 11	452	43	10
Grade 12	354	33	9
Grade 13	228	23	10
Other	116	4	3
Total	1772	171	10

TABLE 2

SEX

	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%	%	%
Male	83	42	26	48	57	46
Female	17	58	72	52	43	53
No Answer	-	-	2	-	-	1
Base (Number of Students)	(18)	(50)	(43)	(33)	(23)	(171)*

There are slightly more females in the sample this time. In the fall the male and female respondents were evenly balanced.

* As of May, 1975, taken from computerized records

** In this and all subsequent tables the total (all grades) includes 4 students who did not specify their grade level.

Aspirations

The table below shows what the students in the sample intend to do after leaving Vanier.

TABLE 3

Question: After leaving Vanier you intend to: (check one box only).

	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%	%	%
Go to University	6	44	44	45	91	46
Go to Community College	28	22	23	18	4	20
Enter Employment	17	12	16	12	-	12
Enter Apprenticeship	22	4	-	3	-	4
Other	6	-	-	3	-	2
Don't Know	6	12	9	15	-	9
No Answer	17	6	7	3	4	7
Base (Number of Students)	(18)	(50)	(43)	(33)	(23)	(171)

Just under half of all the respondents intend to go to University and one in five intend to go to a Community College. However, there is a great variation across the grades, for example, 91% of the Grade 13 students intend to go to University. Students who indicated they would enter employment (12%) were asked to respond to the following additional question:

Question: If you intended to enter employment, what sort of job would you like to obtain?

Most students provided an answer to the question and their responses covered a wide variety of occupations or fields. Some students gave several types of jobs. For example, 11 respondents said they would like to work with people or children and several mentioned specific occupations such as teacher, nurse, child care workers. Another 11 students stated they intended to enter a field related to the fine arts such as music, designing, photography, etc. Other fields mentioned less frequently included the following:

Office job, e.g. secretary, business administration
Travel job, e.g. pilot, air force
Security or law enforcement job
Store clerk, salesman
Mechanical/electrical job
Carpentry, woodwork
Working out of doors

There are considerable differences in the aspirations of the sample responding to the spring survey, compared to the fall sample. Overall results for the two different groups are shown below.

TABLE 4

Question: After leaving Vanier you intend to:

	Fall Respondents	Spring Respondents
	%	%
Go to University	52	46
Go to a Community College	13	20
Enter Employment	5	12
Enter an Apprenticeship	4	4
Other	5	2
Don't Know	17	9
No Answer	3	7
Base (Number of Students)	(225)	(171)

The most interesting finding here is that the "don't know" response has dropped from 17% in the fall to 9% in the spring. To offset this decline, however, there is the fact that the " no answer" response climbed from 3% to 7%. Another point of interest here is the jump in the number of students who intend to enter employment and the fact that most of those who intend to do so were able to specify broadly, the kind of work they would seek.

Questions Related to the Career Information Centre

All participating students were asked how often they had visited the Centre. Those who responded that they had "never" visited the Centre were instructed to skip the next 6 questions which dealt specifically with the Centre and the Centre's activities.

TABLE 5

Question: Approximately how often have you visited the Career Information Centre?

	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Total All Grades
	%	%	%	%	%	%
More than 5 times	6	14	19	9	30	15
Four or 5 times	11	16	12	18	13	14
Two or 3 times	44	32	35	39	30	36
Once	33	26	14	3	17	18
Never	-	12	21	30	9	17
No Answer	6	-	-	-	-	1
Base (Number of Students)	(18)	(50)	(43)	(33)	(23)	(171)

Two-thirds of the respondents said they had visited the Centre two or more times. Under one-fifth (17%) said they had never visited the Centre. There is some variation by grade. For example, 43% of the Grade 13 respondents had visited the Centre 4 times or more, whereas only 17% of the Grade 9 students had visited this frequently. All Grade 9 respondents had been to the Centre at least once.

As noted earlier, the next 6 questions related specifically to the Career Centre and only these people who had used the facility would be able to answer. Therefore, those respondents who had never visited the Centre were eliminated in the analysis of the next few questions.

Question: Which materials did you find most helpful? (e.g. calendars, books, black binders, films, job opportunities, speakers, etc.)

The responses to this item were coded and tabulated. The results are shown below in category format for the total sample, excluding those who had never been in the Centre.

TABLE 6

Response	Percent Mentioning
Black Binders	35
Books	33
Calendars	28
Job Opportunities	22
Speakers	20
Movies, films	13
Computer	9
Pamphlets, periodicals, clippings	4
Career Consultant	2
Everything	1
Nothing	3
Other	2
Base (Number of students who had visited Centre)	(142)

Some elaboration regarding the Black Binders may be required. These binders contain the SGIS print out of job descriptions and required training. These are organized into broad occupational fields. The binders were found helpful by roughly one-third of the students. Another third found the books in the Centre helpful and over one-quarter (28%) found the University and Community College Calendars helpful. In fact, all the materials in the Centre seem to have been helpful to someone with the exception of 3% who found nothing helpful.

TABLE 7

Question: So far this year have you received assistance from the Careers Consultant (in the Career Information Centre) regarding Educational Choices you have to make (e.g. course options or post secondary information)? If yes, how helpful was the information you received?

	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Total All Grades
	%	%	%	%	%	%
Yes, more than once	6	7	15	13	19	11
Yes, once	33	34	21	17	10	24
Total "Yes"	39	41	36	30	29	35
Very Helpful	14	17	8	14	33	16
Quite Helpful	14	39	42	43	33	36
All right/not bad	57	44	50	29	33	44
Not too helpful	14	-	-	14	-	4
Not at all helpful	-	-	-	-	-	-
No (no assistance sought)	56	55	65	70	67	62
No Answer	6	5	-	-	5	3
Base (Number of students who had visited Centre)	(18)	(44)	(34)	(23)	(21)	(142)

Approximately one-third (35%) of the respondents said they had received assistance from the Careers Consultant regarding educational choices. Half (52%) found this assistance helpful and 44% rated it all right/not bad.

Differences by grade are interesting. Although somewhat more of the Grade 9 and 10 students have received assistance, the older students tend to be the ones who return for additional help, and the Grade 13's in particular find the assistance helpful (two-thirds reported that the assistance received was either "very helpful" or "quite helpful").

TABLE 8

Question: Have you received assistance from the Careers Consultant so far this year regarding Career Choices you have to make (e.g. job or occupational information)?

	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Total All Grades
	%	%	%	%	%	%
Yes, more than once	6	9	12	9	19	11
Yes, once	28	27	38	35	19	30
Total "Yes"	34	36	50	44	38	41
Very helpful	-	31	12	10	13	16
Quite helpful	50	31	18	40	50	33
All right/not bad	50	38	53	50	13	42
Not too helpful	-	-	12	-	25	7
Not at all helpful	-	-	6	-	-	2
No (assistance sought)	56	57	50	52	57	55
No Answer	11	7	-	4	5	5
Base (Number of students who had visited Centre	(18)	(44)	(34)	(23)	(21)	(142)

Forty-one percent of the respondents who had visited the Career Information Centre had received assistance from the Consultant regarding career choices. There are a few differences across the grades; the Grade 13 students tend to return more than once, and more Grade 11 students had received assistance.

With respect to the helpfulness ratings, just under two-thirds of the Grade 10 (62%) and Grade 13 (63%) respondents said the assistance was helpful. Approximately half of all students found the assistance either "very helpful" or "quite helpful".

TABLE 9

Question: Have you used SGIS which is located in the Career Information Centre? If Yes, how helpful was the information you received?

	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Total All Grades
	%	%	%	%	%	%
Yes	6	21	27	26	43	24
Very helpful	-	33	33	33	44	35
Quite helptul	-	44	44	17	11	29
All right/not bad	100	22	22	50	44	35
Not too helpful	-	-	-	-	-	-
Not at all helpful	83	75	71	74	52	71
No	83	75	71	74	52	71
No Answer	11	5	-	-	5	5
Base (Number of Students who had visited Centre)	(18)	(44)	(34)	(23)	(21)	(142)

Roughly, one-quarter of the respondents have used the SGIS Computer terminal. The older students are the heavier users; 43% of the Grade 13 students had used this terminal as opposed to only 6% in Grade 9. Curiously it is the Grade 10 and 11 students who found the information most helpful.

TABLE 10

Question: How would you rate the assistance you received through the Career Information Centre?

	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Total All Grades
	%	%	%	%	%	%
Answered all my questions	6	7	9	9	10	9
Answered most of my questions	17	41	24	57	48	37
Answered about half of my questions	17	18	24	13	24	19
Answered a few of my questions	11	9	27	17	10	15
Answered none of my questions	22	-	9	-	-	5
No Answer	28	25	9	4	10	16
Base (Number of Students who had visited Centre)	(18)	(44)	(34)	(23)	(21)	(142)

Nine percent of the respondents said that the Career Information Centre had "answered all my questions". Over one-third (37%) said that "most" of their questions were answered. Note that the Grade 12 and 13 students tend to be quite well pleased with the information received; four out of five said that at the minimum about half their questions had been answered.

Questions Repeated From Fall Survey

TABLE 11

Question: So far this year have you sought assistance from a school Guidance Counsellor regarding Educational Choices you have to make (e.g. course options or post secondary information)?

	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Total-All Grades	
						Fall	Spring
	%	%	%	%	%	%	%
Yes, more than once	33	32	30	33	57	29	35
Yes, once	44	30	26	27	26	40	29
Total "Yes"	77	62	56	60	83	69	64
Very helpful	21	35	21	35	42	17	32
Quite helpful	29	48	50	45	37	41	44
All right/ not bad	29	6	21	20	21	30	17
Not too helpful	7	6	8	-	-	10	5
Not at all helpful	-	-	-	-	-	-	-
No Answer	14	3	-	-	-	2	3
No (no assistance sought)	17	36	40	39	17	30	33
No Answer	6	2	5	-	-	1	3
Base (Number of Students)	(18)	(50)	(43)	(33)	(23)	(225)	(171)

Almost two-thirds (64%) of the students have sought assistance from a counsellor regarding educational choices. Grade 9 and Grade 13 students are the heavy users with 77% and 83% respectively having had contact with a counsellor. The Grade 13 respondents tend to return considerably more frequently than students in lower grades with 57% reporting they had been more than once. This is quite a contrast to the approximately one-third of the younger students who had been to a counsellor for assistance more than once.

There is a high degree of satisfaction with the help received. Seventy-six percent of all students said the assistance from a counsellor was either "very helpful" or "quite helpful".

The fall results are also shown in Table 11. The two sets of data are quite similar. However, more students in the spring rated the assistance received as helpful.

TABLE 12

Question: So far this year, have you sought assistance from a school Guidance Counsellor regarding career choices you have to make (e.g. job or occupational information).

	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Total All Grades Fall	Spring
	%	%	%	%	%	%	%
Yes, more than once	-	14	9	12	26	13	12
Yes, once	39	24	30	27	22	22	29
Total "Yes"	39	38	39	39	48	35	39
Very helpful	-	37	-	31	27	12	21
Quite helpful	43	42	35	46	27	42	39
All right/ not bad	29	16	53	15	45	36	31
Not too helpful	29	5	6	8	-	9	7
Not at all helpful	-	-	6	-	-	1	1
No (No assistance sought)	61	62	60	61	52	64	60
No Answer	-	-	-	-	-		1
Base (Number of Students)	(18)	(50)	(43)	(33)	(23)		(171)

Somewhat fewer students seek assistance from Counsellors regarding career choices as compared to the number seeking help about educational choices. Thirty-nine percent reported that they had sought assistance, and 3 in 5 reported that the assistance received was either "very helpful" or "helpful". Compared to the fall response, there are few differences to note. More students in the spring survey rated the assistance received as "very helpful". (21% as opposed to 12% in the fall).

TABLE 13

Question: Can you picture the kind of work you will be doing ten years from now?

	Grade 9		Grade 10		Grade 11		Grade 12		Grade 13		Total All Grades	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
	%	%	%	%	%	%	%	%	%	%	%	%
Yes, quite clearly	17	28	24	26	22	23	19	36	22	30	22	29
Yes, vaguely	17	28	45	46	42	40	49	33	50	48	44	40
No	58	44	31	28	34	35	33	30	26	22	32	30
No Answer	8	-	-	-	2	2	-	-	2	-	1	1
Base (Number of Students)	(12)	(18)	(51)	(50)	(55)	(43)	(43)	(33)	(50)	(23)	(225)	(171)

The number of students who feel they can clearly picture the type of work they will be doing in ten years has risen slightly since the fall. This is particularly pronounced at the Grade 12 level where the number is almost doubled, going from 19% in the fall to 36% in the spring. However, there are still 3 in ten students who report they are unable to picture themselves ten years from now.

Question: Can you picture the kind of work you will be doing 10 years from now? If yes, please describe the work you think you will be doing and some of the activities you see yourself performing.

Basic Assumption

It is anticipated that the longer the Career Centre is operational and is used by more and more students, the more able these students will be to realistically visualize their roles in the work world.

Rating Scheme

Responses to this question were rated in terms of the quality of the answers. The rating scheme was developed after a review of all answers was completed by two researchers working independently. Each researcher assigned points to the answers

and developed a rationale to explain how he assigned the points. The two sets of points were then compared and where differences occurred a compromise was reached. It was felt that this was the fairest and most unbiased method of evaluating the students' responses.

Students responding to the survey in the spring, provided some answers which were not covered by the students responding to the fall survey. These answers were added to the list (see points preceded by double asterisks) and again assigned a quality rating in terms of points.

Student Response	Points Awarded	Rationale
Relates career to own personal qualities	5	Indicates sophisticated level of thinking and understanding of value of liking work selected.
** Has work experience in the field	5	Making a decision based on sound knowledge of what to expect
** Detailed description of educational requirements for career	5	Indicates that student has investigated and set a realistic goal for himself
Student indicates that he cannot picture work, provides reasons, e.g. world changing too fast	5	Shows understanding of changing nature of work; economics, the business world.
Provides alternative to a professional goal	3	Good planning for the future
** Describes activities he sees himself doing in detail, gives a good picture of what he will be doing	3	Has done some investigation and is able to visualize his role

Student Response	Points Awarded	Rationale
Student indicates awareness of monetary reward	2	Shows realistic attitude regarding self maintenance
Student vaguely describes educational requirements or resources necessary to pursue a career	2	Suggests practical approach is being taken toward preparation for chosen career
Student names a career	1*	
Student describes activities of a career	1*	
Student notes fact that there are related careers	1	
Student names related careers	1*	
Student indicates what he will NOT be doing.	1*	

*Student could gain one point for each separate activity or career mentioned.

The following table shows how many points the students gained in answering this question. The two right hand columns show how many points were gained by all students involved in both the fall and spring surveys.

TABLE 14

Number Of Points Awarded	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Grade 13	Total All Grades Fall %	Spring %
1	11	8	9	6	9	13	9
2	17	14	12	27	17	16	17
3	6	4	-	6	4	12	4
4	11	22	26	18	22	10	20
5	-	8	5	6	4	8	5
6	11	8	2	3	-	2	5
7	-	4	2	3	4	1	4
8	-	-	5	-	-	1	1
9	-	-	-	-	4	1	1
10 or more	-	-	2	-	-	1	1
No Answer	-	4	2	-	13	1	4
Unable to picture work	44	28	35	30	22	33	30
Base (number of students)	(18)	(50)	(43)	(33)	(23)	(225)	(171)

The spring results are quite similar to the fall results. Half of each group of students gained four points or fewer. However, twice as many of the spring students gained 4 points; seven percent of the spring respondents gained 7 or more points compared to 4% of the fall sample scoring 7 or more points.

Questions: In your opinion what are the important steps students should follow before making decisions about their future? and
Please describe the steps you have taken so far regarding planning for your future.

Both these questions were designed to find out how much students have thought about the future; the first attempts to determine whether students can verbalize the process of career planning and the second question attempts to determine what action they have taken so far.

Basic Assumption

One of the aims of the Career Information Centre is to assist students to recognize the need for appropriate future planning, as well as to provide opportunities to learn about various careers. As students become involved in Career Centre activities, their abilities in these areas should be strengthened. It is anticipated that the longer the Career Centre is in operation, the more fully will students be able to answer these questions and that they will show an increase in the amount of action taken to plan for the future.

Rating Scheme

Students' responses were given a value rating.

The method used to determine the values followed the same pattern as described earlier; two people independently assigned a value to each of the students' responses, comparisons were then made and differences in values were discussed and resolved. This process was felt to provide a fairer and less biased interpretation than if the total group of responses had simply been divided between the two researchers for independent evaluation. It may be appropriate to note that two different individuals, evaluating these responses might have assigned the values slightly differently.

Again the students participating in the spring survey provided some responses that were not covered by students in the fall survey. These points are shown preceded by a double asterisk.

Students' Response	Points Awarded	Rationale
Investigate occupational field(s)	2	implies a study of related careers
Leave doors open, be flexible	2	shows understanding of changing nature of world of work and of changing nature of human aspirations

Students' Response	Points Awarded	Rationale
Talk with counsellors	2	shows understanding of need for vocational counselling and hopefully will benefit student greatly
Talk with career consultant	2	shows understanding of need for vocational counselling and hopefully will benefit student greatly
Talk with person experienced in work or a graduate of course to be taken	2	shows understanding of the value of first-hand information
Talk with teacher about career plans	2	shows awareness of teacher as a resource when making career decisions.
Visit place of work	2	shows value of experiencing first-hand working conditions, etc.
Investigate qualifications needed for the career/necessary requirements or courses, etc.	2	essential step in the process of career planning
Select related courses for study, e.g. law for prospective attorneys	2	allows student to experience some aspects of a particular career before he actually makes a commitment.
Work-study or part-time employment	2	first-hand experience on the job
Learn about own interests	2	essential factor in career planning
Learn about own abilities	2	essential factor in career planning

	Students' Response	Points Awarded	Rationale
	Make own choice	2	essential to independent selection
**	Have alternatives	2	practical consideration
**	Student makes sure that career choice is what he/she wants, asks questions, is this job what I wanted for life	2	shows awareness of importance of self examination before making an important decision
**	Attitude - how willing to work, how much time and effort does he want to give to career	2	shows awareness of importance of self examination before making an important decision
**	Have a goal, strive to reach it	2	good to have something to strive for

The following responses were awarded 1 point as they were judged to be less beneficial to the student in the process of planning a career, suggestive of a more passive role on the part of the student, or lacking in the idea of commitment on the part of student.

Investigate the particular career thoroughly
Talk with parents, friends
Visit Career Information Centre
Investigate educational or training institution
Visit Canada Manpower Centre
Attend career seminar/lecture
Read career description/seek written information
Investigate future projections of career opportunities
Investigate present employment opportunities in career
Investigate working conditions, fringe benefits/security
Investigate prestige factor of career
Investigate salary possibilities of career
Investigate personal qualities needed for career
** Gives a rough idea of what career is like
** Change attitude from student to worker
** Take action, make decision
** Take time, start early
** Try hard to pass/work hard, struggle
** Make plans carefully
Summarize advantages and disadvantages of career
Investigate opportunities for advancement in career
Use S.G.I.S. (Student Guidance Information Service)
Indicates an understanding of career planning process

Is aware of aptitude and interest tests
Study family and personal resources
Take action/makes a decision
Advocates finishing school, getting a good education
Consider how long you wish to go to school

This table shows how many points the students earned in answering the question quoted below.

TABLE 15

Question: In your opinion, what are the important steps students should follow before making decisions about their future?

Number of Points Awarded	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Total All Grades
	%	%	%	%	%	%
1	6	2	-	3	-	2
2	6	6	9	12	4	8
3	17	4	7	9	-	6
4	28	18	14	6	17	16
5	17	8	12	15	9	11
6	6	20	19	27	48	23
7	6	16	16	15	13	14
8	6	12	5	3	9	8
9	-	6	5	-	-	3
10	-	2	-	-	-	1
11 or more	-	-	2	-	-	1
No Answer	11	6	12	9	-	8
Base (No. of Respondents)	18	50	43	33	23	171

As can be readily seen, the Grade 13 students tended to earn more points than the younger students; 70% earned six or more points. It is curious to note that it was a small proportion of Grade 10 and 11 students who gained the very high scores, nine points or more.

The table below shows a comparison with the fall figures for the total samples.

TABLE 16

Number of Points Awarded	All Grades	
	Fall	Spring
	%	%
1	6	2
2	14	8
3	13	6
4	22	16
5	9	11
6	13	23
7	11	14
8	3	8
9	2	3
10	-	1
11	1	1
No Answer	7	8
Base (No. of Respondents)	(225)	(171)

It is quite apparent that the spring students provided higher quality answers than the fall students. For example, 20% of the fall students gained one or two points as opposed to only 10% of the spring students. Further, half (50%) of the spring respondents gained six or more points, and in the fall only 30% gained six points or more. Therefore, it can be said that the students have improved in their ability to verbalize steps necessary to make decisions about the future.

The table below shows how many points students gained in answering the following question.

Question: Please describe the steps you have taken so far regarding planning for your future.

TABLE 17

Number of Points Awarded	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Total All Grades
	%	%	%	%	%	%
0	11	2	2	-	9	4
1	6	6	9	6	-	7
2	22	18	16	9	22	16
3	17	16	14	21	22	18
4	28	24	12	15	9	18
5	-	10	21	12	4	11
6	6	6	7	21	17	11
7	-	6	2	6	17	6
8	-	2	2	6	-	2
9	-	2	-	-	-	1
10	-	-	2	-	-	1
11	-	-	-	-	-	-
No Answer	11	8	12	3	-	7
Base (No. of Respondents)	18	50	43	33	23	171

Roughly one-third of the Grade 12 and 13 respondents earned six or more points in answering this question. Most students (63%) earned between two and five points, although one in five gained 6 or more points. One new piece of information is provided in this table; 4% of the students provided answers that were judged to be worth zero, and even more interesting, nearly all of these worthless answers were provided by Grade 9 or Grade 13 students.

A comparison with the fall data is given below.

TABLE 18

Number of Points Awarded	All Grades	
	Fall	Spring
	%	%
0	-	4
1	11	7
2	24	16
3	13	18
4	15	18
5	7	11
6	6	11
7	4	6
8	1	2
9	1	1
10	-	1
No Answer	18	7
Base (No. of Respondents)	(225)	(171)

Quite the most significant findings here is that the "no answer" response has sharply declined from 18% in the fall to 7% in the spring. This is only slightly offset by the answers receiving a rating of zero. In other words, more students have begun taking steps regarding planning for their future. The spring results also suggest that students are taking more practical action than they had in the fall; note that one-third (32%) gained five or more points in the spring. Only 19% earned five or more points in the fall.

It is interesting to look at the various responses in terms of how frequently they were mentioned by the students. The table below lists each of the response categories and shows the percent of students who gave this response both in terms of what they think the most important steps of career planning are and which of these steps they have in fact, taken.

TABLE 19

	Percent who mentioned in answer to question Re: Process of future planning	Percent who mentioned in answer to question Re: What action has been taken toward future planning
	%	%
Student makes sure that career choice is what he/she wants - asks questions - is this job what I want for life?	37	4
Investigate qualifications needed for career /necessary requirements, courses, etc.	35	32
Learn about own interests/enjoyment	23	12
Learn about own abilities	18	5
Investigate occupational fields	17	10
Talk with counsellors	13	15
Leave doors open/be flexible	12	10
Talk with person experienced in work or a graduate of course to be taken	8	12
Have a goal/strive to reach it	8	6
Have alternatives	7	2
Attitude - how willing to work/how much time and effort does he want to give to career	7	1
Work Study or part-time employment	5	12
Visit place of work	4	2
Select related courses for study, e.g., law for prospective attorneys	2	8
*Talk with career consultant	-	-

..... continues

TABLE 19

	Percent who mentioned in answer to question Re: Process of future planning	Percent who mentioned in answer to question Re: What action has been taken toward future planning
	%	%
Talk with teacher about career plans	-	2
Make own choice	-	1
Investigate the particular career(s)	15	4
Student advocates finishing school/ getting a good education	11	20
Thinking about it, feasibility, opportunities, marks, etc.	9	4
Investigate salary possibilities of career	8	2
Student takes some kind of action. Makes decision, applies, does what he is going to do	6	11
Talk with parents, friends	6	6
Investigate educational or training institutions	5	13
Read career description(s), seek written information	5	10
Investigate opportunities for advancement in career/time period for employment, i.e. stewardess	5	0
Gives rough idea of what career is like	4	3
Visit career information centre	4	4
Investigate future projections of career opportunities	3	1
Student advocates taking time/starting early	3	1

..... ontinues

TABLE 19

	Percent who mentioned in answer to question Re: Process of future planning	Percent who mentioned in answer to question Re: What action has been taken toward future planning
	%	%
Try hard to pass/work hard/struggle	3	2
Investigate present employment opportunities in career	2	-
Consider how long you wish to go to school	2	2
Make plans carefully	2	-
Investigate working conditions/fringe benefits/ security	1	1
Investigate personal qualities needed for career	1	-
Change attitude from that of student to that of worker	1	-
Summarize advantages and disadvantages of career	1	2
Is aware of aptitude and interest tests	1	2
Visit Canada Manpower Centre	-	-
Attend career seminar/lecture	-	1
Investigate prestige factor of career	-	-
Use S.G.I.S.	-	1
Indicate an understanding of career planning process	-	1
*Study family and personal resources	-	-
Nothing - Student indicates not having done anything in regard to career planning	-	4
No Answer	8	7

*These points were included because students in future surveys may cover them.

TABLE 20

Question: Please describe the types of assistance you would find most valuable in helping you to make decisions about your future.

The table below shows the responses students provided in both the fall and the spring. An analysis by grade was omitted due to low numbers. A double asterisk in the fall column indicates that the response was not covered by the students participating in the earlier survey.

Response	Percent Who Mentioned	
	Fall	Spring
Opportunities to talk with experienced people re: individual careers	23	28
Guidance couselling in school	24	16
Opportunities to obtain specific information related to a career	**	14
General information on careers and career planning	35	8
Visits to job sites	4	8
Career Information Centre	6	7
Opportunities to discuss with parents concerns about career planning	9	7
Information on educational and other training programs for careers	8	7
In general - someone to talk to, someone who will give assistance - who is interested, informed, etc.	**	5
Opportunity to talk with teachers about career possibilities for students	8	4
A thorough selection of post-secondary calendars	4	2
Opportunities to discuss with peers concerns about career planning	2	2
S.G.I.S. - Computerized career information	2	2
Opportunity to take courses related to the work I'll be doing	**	2

.....continues

TABLE 20

Response	Percent Who Mentioned	
	Fall	Spring
Opportunity to talk to university students or representatives	**	2
Visits to post-secondary institutions	3	2
Opportunities for learning of one's own aptitudes and interests, e.g., seminars, testing, etc.	1	2
Having a part-time job	**	1
Student Job Centre to help with part-time and summer employment as well as job assistance after graduation or leaving school	1	1
Work Study	5	-
Assistance in choosing a university	3	-
Chance to talk with teachers regarding their own careers	1	-
Other	27	15
No Answer	22	14
Base (Number of Respondents)	(225)	(171)

This final question was included in the survey again in order to see if the addition of the Career Centre would result in students finding different needs being met and new ones emerging. The results are interesting in several aspects. First, it appears there is somewhat less demand for guidance counselling. But more startling is the dramatic decrease in the demand for general information on careers. In place of a demand for general information in fact, there is now an expressed desire for specific information relating to a specific career.

Summary

The questionnaire was completed by 171 students; one-tenth of the school population. About two-thirds of the respondents intend to continue their education after leaving Vanier, either in University or at a Community College.

The findings from this survey were compared to findings gathered earlier in the fall, before the Career Information Centre was fully operational. Some differences in the response patterns to similar questions have been noted. The results are summarized below:

- 83% of the students reported that they had visited the Career Information at least once and nearly everyone found something in the Centre which was helpful.

- approximately one-third of the respondents said they had received assistance from the Careers Consultant regarding educational choices and 41% received assistance regarding career choices.

- the number of students who feel they can clearly picture the type of work they will be doing in ten years has risen from 22% in the fall to 29% in the spring.

- in describing the work they thought they would be doing, half the students gave answers which rated low in terms of being realistic and thoughtful. This is similar to the results obtained in the fall. However, there was an increase in the number of students who provided particularly well thought-out responses.

- students have improved in their ability to verbalize the steps necessary in making decisions about the future.

- more students have begun taking steps regarding planning for the future.

- there is a decrease in demand for general information on careers and an increase in demand for specific information relating to a specific career.

PART B

CAREERS CONSULTANT DIARY

The Purpose

The Careers Consultant was asked to keep a diary to provide information about the routine activities which occur in the Centre.

Procedure

In the middle of April the Consultant began a diary. Entries were made every Tuesday for seven weeks, under the following headings:

- Activities of Careers Consultant
- Types of student activity
- Group/Special activities
- Other comments

Under "other comments" the Consultant noted any special events or activities which took place during the previous week. All other entries referred to that particular Tuesday.

Findings

The Careers Consultant's activities are summarized in the following table.

Activity	Number of Days Activity Occurred *
Referring students to location of required materials or counsellor	6
Helping students to operate the computer terminal	6
Showing films	6
Counselling	5
Orientation	4

* Most of these activities occur frequently on a typical day.

Activity	Number of Days Activity Occurred
Planning for Seminars	2
Contacting teachers	1
Ordering publications	1
Helping a student locate someone who could help him	1
Attending a Conference	1

It is interesting to note that every day the Consultant was in the Centre during the period when the diary was kept, three activities occurred: referring students, helping students with the terminal and showing films.

Types of student activity are listed below.

Activities of Students	Number of Days Activity Occurred
Reading	5
Watching films	5
Using the computer terminal	5
Having informal discussions	4
Checking the bulletin board for summer jobs	4
Listening to tapes	1

It is apparent that some students feel that the Centre provides a job placement service. Although notice of some job vacancies are posted in the Centre, job placement is not considered as a major role for the Centre.

The Centre has available, some tapes which describe careers. The Consultant had observed that students seem to prefer reading about careers rather than listening to tapes. The results reported here would appear to reinforce this intuition.

The group and special activities which occurred during the period the diary was kept are itemized below.

Group/ Special Activity	Number of Occurrences
Students visiting from another school	3
Seminar	3
Groups of students using terminal	2

Guidance Counsellors also kept a record of their activities which related to the Career Centre in both November and May for one week at each time. Far more of their time was spent on activities related to the Career Centre in November.

Other Comments

In this section of the diary more detailed accounts of special events and activities were recorded. These are quoted directly from the diary.

- A teacher from another school (Zion Heights) brought in a group of students.

- We are showing a film "Job in Baking" this week. About a month ago a girl talked to me and said she was interested in baking. At the beginning of this week I sent her a note informing her that we would be showing this film. She came to see the film and when it was over she told me she would like to open a pastry shop at some later date.

- This seminar was a great success. It was partly because the guest speaker (Mrs. Valerie Pringle) was of the same age group as most of the students in the seminar. Also, most of the students had heard of her name. They asked many questions, which included:
  1. Where should I go for training?
  2. What did they ask you at the interview given by the R.T.A. Department at Ryerson?
  3. How did you get started?
  4. How could I get a summer job?
  5. I would really like to be a T.V. or radio announcer. But I have an English accent. Will this go against me? What should I do?
  6. Why are you carrying this tape recorder with you?

- Nothing pleases me more than to see the students so enthusiastic about talking to the guest speaker I have invited. Two students were so carried away that they kept asking her questions about certain programs and their favourite T.V. personalities.

- Recently we have had many phone calls from mothers asking us if we know of any students who are interested in baby-sitting or being a mother's helper.

- Quite a number of students are looking for work in the summer. They want to work outside and are looking for jobs that pay them $3.50 an hour. A few students did not want to register with the Canada Manpower Centres for summer employment, saying that they did not give them jobs last summer. I had to explain to them that the C.M.C. does not create jobs; it is just another employment agency. I told them they had to try all employment agencies and knock on people's door.

- Four students from Woodbine came and made use of our service.

- A parent called to ask if her daughter who was attending another high school could use the Centre. She said the girl's cousins in our school told her about our service.

- The women of the North York Y.M.C.A's Second Career course came to use the Centre with their instructor.

- I contacted a drafting teacher and asked him to announce to his students that we would be showing 1. jobs in Drafting and 2. Drafting - occupations and opportunities. He saw the two films and thought they were good, so he brought his two drafting classes to the Centre to see them.

- A student asked me if I had any information on Fluid Power Technicians. After showing him what we had in the Centre I told him we had a video-tape on this career. He showed me his time-table and we agreed on a time when I could show it to him. But he did not show up when I had all things set up for him.

- A student talked to me about leaving school at the end of the year. It was not because he did not like school but because he wanted to make enough money to buy a car and then he would come back to school the following year.

- A student came in who told me he would not be able to work for the summer because he goes out West for a week or so to represent the school. He wanted to do some odd jobs in his neighbourhood. I helped him to draw up a list of the things he would do and we discussed the ways in which he could 'sell' his service to his neighbours. He came back a week later to say that the neighbours liked his idea of going around offering his services but no one had made any firm offer yet.

- A student who had used the Centre said her mother should come and read some of the pamphlets here. Her mother went back to school to work for a B.A. but did not know what she wanted to be.

PART C

EXTENT OF STUDENT USE OF THE CENTRE

Beginning in January the Consultant recorded how many students visited the Centre every day. Not included in these counts are the students who entered the Centre for orientation because class orientation was compulsory. Also not included are class groups who visited for a seminar or a special film and students from other schools. The average number of students to visit the Centre each day is 23. This ranges from a high of over 60 to as few as 5 or 6 during evaluation weeks. Over 110 school days the Consultant recorded a total of 2520 students in the Centre. (If orientation groups and special class groups had been included this figure would easily be doubled.) Appendix B contains the actual head count for each day the Consultant kept this record.

PART D

PUBLICITY

Students

Since the introduction of the Centre in the school was a new venture, it was essential that students learn about the services available to them. The Careers Consultant made use of two school assemblies to describe the Centre to large groups of students in 10 - 15 minute presentations. Also, individual classes were regularly brought to the Centre for an orientation session which lasted from 15 minutes to half an hour. All classes in the school were introduced to the Centre in this manner.

In addition to Orientation which was judged to be the most successful method used to attract students, other procedures were also employed. For example, the P.A. system was used frequently to announce film showings, guest speakers, seminars or other special features. The use of an Educational -Vocational Interest survey provided information regarding each individual student. The consultant used this information to invite students to the Centre when a special event that would be of interest to them was scheduled. Memos were also sent to Home Form teachers informing them about current activities in the Centre.

Extensive use was made of bulletin boards for displaying materials. Some displays were placed in the hallway just outside the Centre, while others appeared in the library or near classrooms. For example, a display about Careers in Business was placed near the Business Education classrooms.

In addition, Guidance Heads and Chairmen in other schools were informed about the Centre and given outlines of the materials available. Counsellors were invited to call the Careers Consultant for assistance and some Junior High classes have toured the Centre.

Teachers also played a large role in encouraging students to use the Centre. Teachers sent students to get information for class assignments or to see a specific career film. For example, retail merchandising teachers sent classes to see films on salesmanship; a music teacher brought his class to see Be A Composer ; physical education classes came to see Careers In Modelling.

A mathematics teacher asked the Careers Consultant to prepare a list of careers requiring mathematics at certain levels. This has provided a motivating factor for students in mathematics classes.

Community

One of the goals in establishing the Centre was to make its services available to the

community and to other schools in the Community. Accordingly, the Centre was opened on a trial basis one night per week from 7:30 to 9:30 p.m., beginning January 22, 1975 and weekly thereafter until March 12, 1975, the completion of evening classes.

The service was publicized as follows:

(a) Announcement to Vanier parents and other schools in the Vanier family.
(b) Advertisement in the MIRROR.
(c) Announcements to all junior and senior high schools
(d) Announcements to community agencies
(e) Posters in public libraries and Fairview Mall

Beginning with one counsellor on duty it was soon perceived that two counsellors were required to properly handle the number of people who came each evening. The following is a summary of users during the evening sessions:

- Members of the community having no connection with North York schools.
- Parents of students in the Vanier family coming as individuals.
- Parents of students from outside North York.
- Parents and students in the Vanier family coming as a family unit.
- Vanier students coming as individuals.
- Counsellors from other schools.
- Night school students and teachers.
- Previous Vanier students.
- Referrals from Manpower Centres.

The attendance ranged as high as 69 per night with the average attendance being 42 per night.

Based on the assessment of the trial period, plans are being considered for keeping the Centre open one evening per week next year.

PART E

SPECIAL PROJECTS

An evaluation of some of the special projects which occurred was completed by the Careers Consultant. In all, 18 special projects were evaluated. The titles are listed below. Detailed descriptions of each project and the Consultant's judgements regarding success or failure were prepared and are kept on file in the Centre. The evaluation form and a typical report are reproduced in Appendix C.

Projects

Guest Speaker - talk on the work of a police-woman
Presentation by the Canadian Armed Forces
Visit to the Royal Military College
Seminar on Careers in Health and Medicine
Seminar on Careers in Electronics
Visit to the Bank of Montreal
Seminar regarding voluntary work
Seminar on Management Careers in the Graphic Arts Industries
Seminar with an R.I.A. representative*
Seminar on careers in advertising
Seminar on Interior Design - Careers and Specialized Training
Seminar on Careers in the Media
Seminar on Careers in Early Childhood Education
Visit to the Day Care Centre at Seneca College
Seminar on Sales Careers in a Department Store
Seminar on Creative Job Search Techniques
Seminar on the world of work.

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* Conducted by a Guidance Counsellor

APPENDIX A

QUESTIONNAIRE FOR STUDENTS

THIS YEAR THE SCHOOL HAS BEEN GIVING INCREASED EMPHASIS TO HELPING STUDENTS PLAN MORE EFFECTIVELY FOR THEIR FUTURES. ALSO, A CAREER INFORMATION CENTRE IS NOW OPERATING AT VANIER ACROSS FROM THE GUIDANCE OFFICES. WE WOULD LIKE YOU TO RESPOND TO THE FOLLOWING QUESTIONS AS FULLY AS YOU CAN. YOUR ANSWERS WILL HELP US TO HELP YOU TO MAKE BETTER CHOICES FOR YOUR FUTURE.

SINCE YOU HAVE BEEN RANDOMLY SELECTED TO PARTICIPATE, YOU MAY HAVE BEEN INCLUDED THE FIRST TIME WE DID THIS SURVEY. ALL RESPONSES WILL BE KEPT COMPLETELY CONFIDENTIAL AND NO NAMES ARE REQUIRED.

Background Information (Please check the appropriate boxes).

Grade:

9 ☐

10 ☐

11 ☐

12 ☐

13 ☐

Sex:

Male ☐

Female ☐

After leaving Vanier you intend to: (Check one box only)

Go to University ☐ Enter An Apprenticeship ☐

Go to a Community College ☐ Other ☐

Enter Employment ☐ Don't Know ☐

If you intend to enter employment, what sort of job would you like to obtain?

_____

_____

_____

_____

1. Approximately how often have you visited the Career Information Centre?

More than 5 times ☐ | 4 or 5 times ☐ | 2 or 3 times ☐ | once ☐ | never ☐

If you checked "Never" please skip to question number 7(a).

2. Which materials did you find most helpful? (e.g. calendars, books, black binders, films, job opportunities, speakers, etc.)

_____

_____

_____

_____

_____

3(a) So far this year have you received assistance from the Careers Consultant (in the Career Information Centre) regarding Educational Choices you have to make (e.g. course options or post secondary information)?

Yes, More than Once ☐ | Yes, Once ☐ | No ☐

(b) If yes, how helpful was the information you received?

Very Helpful ☐ | Quite Helpful ☐ | All Right/Not Bad ☐ | Not Too Helpful ☐ | Not at all Helpful ☐

4(a) Have you received assistance from the Careers Consultant so far this year regarding Career Choices you have to make (e.g. job or occupational information)?

Yes, More Than Once ☐ | Yes, Once ☐ | No ☐

(b) If Yes, how helpful was the information you received?

Very Helpful ☐ | Quite Helpful ☐ | All Right/ Not Bad ☐ | Not Too Helpful ☐ | Not At All Helpful ☐

5(a). Have you used SGIS which is located in the Career Information Centre?

YES ☐ NO ☐

(b). If Yes, how helpful was the information you received from it?

Very Helpful ☐ Quite Helpful ☐ All Right/Not Bad ☐ Not Too Helpful ☐ Not At All Helpful ☐

6. How would you rate the assistance you received through the Career Information Centre?

Answered all my questions ☐ Answered most of my questions ☐ Answered about half of my questions ☐ Answered a few of my questions ☐ Answered none of my questions ☐

7(a). So far this year, have you sought assistance from a school Guidance Counsellor regarding Educational Choices you have to make. (E.G. course options or post secondary information?

Yes, More than Once ☐ Yes, Once ☐ No ☐

(b). If Yes, how helpful was the information you received?

Very Helpful ☐ Quite Helpful ☐ All Right/Not Bad ☐ Not Too Helpful ☐ Not At All Helpful ☐

8(a). So far this year, have you sought assistance from a school Guidance Counsellor regarding Career Choices you have to make (e.g. job or occupational information)?

Yes, More Than Once ☐ Yes, Once ☐ No ☐

(b). If Yes, how helpful was the information you received?

Very Helpful ☐ Quite Helpful ☐ All Right/Not Bad ☐ Not Too Helpful ☐ Not At All Helpful ☐

9(a). Can you picture the kind of work you will be doing 10 years from now?

Yes, Quite Clearly ☐ Yes, Vaguely ☐ No ☐

(b). If Yes, please describe the work you think you will be doing and some of the activities you see yourself performing.

10. In your opinion, what are the important steps students should follow before making decisions about their future?

1.

2.

3.

4.

11. Please describe the steps you have taken so far regarding planning for your future.

12. Please describe the types of assistance you would find most valuable in helping you to make decisions about your future.

THANK YOU FOR YOUR CO-OPERATION

APPENDIX B

Date			Number of Students	
January	6	-	15	
	7	-	15	
	8	-	12	
	9	-	14	
	10	-	25	
	13	-	12	
	14	-	20	
	15	-	15	
	16	-	12	
	17	-	15	
	20	-	10	(Evaluation)
	21	-	13	"
	22	-	10	"
	23	-	6	"
	24	-	5	
	27	-	20	
	28	-	25	
	29	-	7	(opened in the morning only) - field trip
	30	-	over 40	
	31	-	30	
February	3	-	30	
	4	-	35	
	5	-	23	
	6	-	25	
	7	-	28	
	10	-	35	
	11	-	over 40	
	12	-	38	
	13	-	over 40	
	14	-	30	
	17	-	23 + 2 classes	
	18	-	over 60	
	19	-	over 40	
	20	-	35	
	21	-	35	
	24	-	36	
	25	-	35	
	26	-	34	
	27	-	25	
	28	-	28	

Date			Number of Students
March	3	-	25
	4	-	25
	5	-	25
	6	-	30
	7	-	26
	10	-	27
	11	-	30
	12	-	32
	13	-	33
	14	-	32
	17	-	5 (Evaluation)
	18	-	6 "
	19	-	7 "
	20	-	9 "
April	1	-	28
	2	-	20
	3	-	32
	4	-	25
	7	-	23
	8	-	35
	9	-	30
	10	-	25 + 30 students from 2 classes for seminar on sales careers.
	11	-	25 + 40 students for seminar in careers in Early Childhood Education.
	14	-	25
	15	-	20
	16	-	25
	17	-	20 + 35 students for seminar on Interior Designer Career and specialized training.
	18	-	32
	21	-	31
	22	-	22 + 25 students for seminar in careers - the Media
	23	-	32

Date			Number of Students
April	24	-	32
	25	-	22
	28	-	15
	29	-	20
	30	-	24
May	1	-	23
	2	-	21
	5	-	19
	6	-	22 + 2 classes of students for seminar in careers in a supermarket
	7	-	14 (short day)
	8	-	15
	9	-	14
	12	-	43
	13	-	26 + 1 class for seminar on the work of an RIA (registered industrial accountant)
	14	-	26
	15	-	12
	16	-	14 + a class of students from C.B. Parsons
	20	-	21 + 2 classes to see films and a class of students from C.B. Parsons
	21	-	24
	22	-	21
	23	-	23 + 1 class to see a film
	26	-	21
	27	-	22
	28	-	25
	29	-	20
	30	-	26
June	2	-	25
	3	-	23 (+ 7 students for C.T.S.T seminar).

Date			Number of Students
June	4	-	25
	5	-	32
	6	-	22
	9	-	5
	10	-	6
	11	-	5
	12	-	22
	13	-	12
	16	-	2
	17	-	4
	18	-	6

APPENDIX C

PROJECT TITLE: Guest Speaker: Talk on work of policewoman.

Completed By: Mei Chau

SPECIAL PROJECTS EVALUATION FORM

PURPOSE OF PROJECT

As a result of contact with students we realized that quite a number of girls are interested in the work of a policewoman.

PERSONNEL INVOLVED

Mrs. Appleton of the Metropolitan Police.

ACHIEVEMENT ANTICIPATED

To increase the awareness of students about this career. To provide a chance for interested students to talk with a policewoman and ask her questions.

ACTUAL ACHIEVEMENT

18 students showed up. It was a very informative and interesting semimar. All the students present were very interested in talking with Mrs. Appleton. They had many questions to ask her. Some of the questions included "Can a policewoman wear ear-rings?" "Can she chew gum while on duty?" "How much do you earn?"

EVALUATION

It was a very informative seminar. The students enjoyed it tremendously. They stayed in the Centre from 10:00 to 12:00 talking to the policewoman.

OTHER COMMENTS

It is interesting to note that some of the students in the seminar did not quite know whether they would like to be a policewoman. They came because they wanted to find out.